Mentoring Matters In Training, Clinical Practice, Research and Education

November 15, 2013

Improving People's Lives through innovations in personalized health care

The Ohio State University
Wexner Medical Center
Objectives

- Why is mentoring important?
- What is the status of mentoring at OSUMC?
- What are the various roles faculty play in this process?
- How is a mentor chosen?
- Is mentoring different today than in the past?
Specific Educational Objectives

- The attendee will appreciate the importance of mentoring.
- The attendee will know the difference between a boss, advisor, coach, mentor and sponsor.
- The attendee will know that an important element for successful mentoring is for the mentee to select the mentor.
- The audience should reflect on who was their mentor and how they changed their careers.
Impact of Mentoring

- Faculty members who are engaged in effective mentoring relationships are more likely to remain at academic medical centers
- Advance in rank more rapidly
- Have greater career satisfaction
- Better career performance including improved teaching of residents and medical students and increased quality of patient care
- More successful at obtaining extramural funding

Binkley and Brod, in press 2013
Mentoring at OSUMC

- An unpublished survey performed in 2003 Harvard affiliated institutions showed that 50% of all faculty had identified a mentor.

- OSUMC Survey
  - 576 assistant professors and associate professors
  - 289 Responded
  - 50% had identified mentors,
    - gender did not impact the frequency of mentoring
    - 53% of tenure track faculty compared to 37% of clinical faculty had a mentoring relationship
    - 23% met with their mentor yearly and about 50% monthly or weekly
  - It was judged that only 50% had a truly effective relationship.
OSUMC
Mentoring Interviews

- Mentoring in departments is variable
- Formal and informal programs
- Team mentoring in basic science
- Chair or division chief mentoring in clinical departments
Mentoring as described by Chairs

- “relationship, interaction, guidance, combines personal and professional, emotional attachment, “click” factor, formal agreement, contract, provide a platform, setting expectations, silent expectations, professional conduct, professional development reinforce core competencies, senior to junior, counseling, advising, trust, not coaching, confidentiality, not peer, modeling, having value, experience, knowledge, drawing on own history and background, values, career progression, “stirring up people”, career transitions, chemistry, match maker, encouraging, tough-love, realistic, “generative”, listen, challenge, focused direct communication, feedback, guidance, engagement”
What Changed…… Then and Now

- 120 hours +
- No CMS restrictions
- Pyramid
- Fewer faculty (War)
- Generalist
- Decisions: H and P
- Plane Films and CT
- Continuity
- Paper
- “Boomers”

- Work restrictions
- CMS: Teaching MD
- Categorical
- More Faculty (AMC)
- Specialist
- Decisions: imaging
- Modern Imaging
- Team Care
- EMR
- “X” and “Y”
What Has Not Changed… Then, Now and Beyond

- Career Goals
- Focus
- Physician, scientist and educator skill
- Accountability
- Core values
What is the Goal of Surgical Training?

“...exactly what happens in this apprenticeship. It transforms him from a hapless, frightened medical school graduate into, hopefully, a capable competent surgeon.”

Definition of Mentor

…the term *mentor* is often misused and misunderstood. And may be confused with a boss, advisor or a coach....
Faculty Roles

- Boss
- Advisor
- Coach
- Mentor
- Sponsor
- Boss ~ Accountability
- Advisor ~ Planning
- Coach ~ Performance
- Mentor ~ Values
- Sponsor ~ Opportunity
The Boss

- Authority figure
- Hires and fires
- Sets the strategy and agenda
- Sets expectations
- Demands performance
- Changing role
The Advisor

- A faculty member/employee assigned to a resident/physician/faculty
- Assists in short term and long term educational and career planning
- Reviews evaluations, test scores, scientific reviews, pink slips
- Oversight in the preparation of manuscripts, review articles, grants
What are Coaches and What Do They Do?

- Not “teachers”, but they teach
- May or may not be your boss
- Do not need to be expert in the “skill set”
- Observe, judge, and guide… “basically in the business of teaching her pupils how to think, and to trust their ability to do so effectively” Delay Biographer as quoted by Gawande,A.
- Your “eyes and ears”
- Know how to break down performance into its critical individual components

Atul Gawade, Personal Best, New Yorker Oct 3, 2011
A Mentor is a Role Model & Wise Counselor

- Athena, as Mentor, told Telemachus, “You must not keep on acting like a child—you’re too old for that now…You are fine and strong, I see. You should be brave, so people born in future years will say good things of you.”
Keys to Successful Mentoring

- Honesty about how the faculty is perceived by others
- Constructive criticism when the faculty has a poor outcome (Grant rejection, poor patient satisfaction score, complication)
- Guidance, when the faculty is starting down the wrong path in behavior or performance.
- Questions and listens when the faculty is trying to make career decisions
- Specific advice on occasion, not just vague generalities.
# Mentoring vs. Coaching

## Mentoring
- A long term relationship
- Allows significant transitions in knowledge, work, or thinking.
- A mentor is someone who another person looks up to
- Mentor has achieved the goals the mentee wishes to achieve

## Coaching
- A process that enables learning and development to occur
- The goal is performance improvement.
- Requires a knowledge and understanding of process as well as the variety of styles, skills, and techniques
Is a Mentor Alone Sufficient?
An academic leader who will promote the faculty member locally, nationally, & internationally

- Assumes responsibility
- Vouches for suitability
- Can only sponsor a limited number
- Mid to late career

The Sponsor
Who Chooses Who?

- Boss
- Advisor
- Coach
- Mentor
- Sponsor
Then, Now &Beyond…
Is Mentoring Different?

- Style of mentor - Yes
- The mentee - Yes
- Environment - Yes
- Roles of faculty - NO
- Core elements - NO
Mentoring Matters

- Faculty play various roles in professional development
- You will all have an opportunity to be mentored as well as be a mentee
- Know the key element of mentoring is establishing core values.